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ABSTRACT

This annotated bibliography lists 118 selected articles in the field of applied linguistics and language instruction which appeared in the journal "Modern Nyelvoktatas" from 1963 through 1970. The two categories containing the largest number of entries are: "Applied Linguistics/Linguistics" and "Pedagogy and Russian Language Teaching." Other categories include: (1) Language Teaching and Theory of Information, (2) Computer Translation, (3) Mathematical Linguistics, (4) Theory of Teaching Material--Modern Language Books, (5) Audio-visual Language Teaching, (6) Methodology--Programing--Intensity, (7) English Language Teaching, and (8) German Language Teaching. (RL)

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ANNOTATED BIBLIOGRAPHY

from the most significant articles of the review of TIT

MODERN NYELVOKTATÁS

(Modern Language Teaching)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A N N O T A T E D B I B L I O G R A P H Y

from the most significant articles of the review of TIT

MODERN NYELVOKTATÁS

/ Modern Language Teaching /

APPLIED LINGUISTICS /LINGUISTICS AND PEDAGOGY/

JÓZSEF HEGEDÜS: GRAMMAR AND LANGUAGE TEACHING
/No. 1-2, 1963, page 12-31/

The three fields of foreign language teaching: 1/ practical application of modern linguistics; 2/ psychological aspects of language teaching; 3/ wide-spread application of technical aids. The article deals with item one, but the author also gives a brief outline of modern grammar /phonology, linguistic structure, types of sentences stc./

ENDRE FÜLEI-SZÁNTÓ: MODERN LINGUISTIC APPROACH AND MODERN METHODS
/No. 1-2, 1963, p. 32-49/

The author starts from the modern synchronic linguistic approach and attains to modern forms of methods. These are: linguistic models, audio-visual aids. Some lesson drawn from the new linguistic view: the introduction of structures and their operations to language teaching. The author gives a gradual division of their application.

FERENC PAPP: LINGUISTICS AND LANGUAGE TEACHING
/No. 3-4, 1963, p. 76-85/

The author's starting-point: the descriptive study of the language is justified. The characteristics of this study are: methods of mathematics and statistics, mathematical logic, theoratical methods of intormation, theory of translation, computer translation.

JÓZSEF HEGEDÜS: ARBITRARY USE OF LINGUISTIC SYMBOLS
/No. 3-4, 1963, p. 86-89/

The author applies the arbitrariness of linguistic symbols to language teaching and lays down the scheme of elaboration of linguistic symbols in foreign languages: stimulus - symbol of the foreign language - symbol of the mother tongue - reaction. When mastering a foreign language the following pattern is to be taken into account: mother tongue = symbol + reality
foreign language = symbol + symbol.

ENDRE FÜLEI-SZÁNTÓ: GRAMMAR SYSTEM OF STRUCTURAL OPERATION
/No. 5-6, 1964, p. 13-20/

The author outlines the SO grammar /S = structure, O = operation/, and describes the use of SO grammer in the German language. Eventually he points out the deficiences of SO grammar.

JÓZSEF HEGEDÜS: SOME QUESTIONS OF MODERN LINGUISTIC THEORY
/No. 5-6, 1964, p. 21-42/

According to the author one of the practical aspects of linguistics is the teaching of foreign languages. The article outlines the characteristics of modern linguistics which are closest to the teaching of foreign languages. Such fields are: language, speech, pattern and sense, system, combination, structural level, transformation level, grammar transformation and résumé transformation. Conclusions for language teaching: priority of every day talk; the basis of grammar is the sentence; the method to achieve this goal is tc make the grammar skeleton automatic and to use programmed teaching material.

MIKLÓS HUTTERER: PLACE OF CONSTITUTIVE ELEMENTS IN LANGUAGE TEACHING
/Vol.III. No. 1, 1965, p. 18-21/

The following details are mentioned by the author: the question of the standard to be taught, sameness and similarity between the mother tongue and the foreign language, the differences between the two languages.

GYÖRGY HELL: FORMAL LINGUISTIC ANALYSIS AND LANGUAGE TEACHING
/Vol.III. No. 1, 1965, p. 22-34/

The article gives an outline of the history and results of the formal linguistic analysis, as well as of the method of structural language teaching. It emphasizes that sense can by no means be neglected. Finally it shows some formal links in the Russian language. Important conclusion: the structure of formal unities does not correspond with the notion of sentence structures, it is in most cases only a part of it, therefore the sentence structure is not the only unit of practice.

JÓZSEF HEGEDÜS: PRINCIPLE OF LINGUISTIC AUTOMATION
/Vol.III. No.1, 1965, p. 35-44/

Basic principle: the linguistic formula is of conventional character; the language is a specific system of habits; this system of habits is the system of automatic habits; automation is a special form of linguistic consciousness. The author speaks of the following questions: the essence of the sentence-focussed vieny and of the models. At the end of the article the author points out the essence of the contrastive methods, the principle of transformation and its application to language teaching.

GYÖRGY SZÉPE: LINGUISTIC MODEL OF LANGUAGE TEACHING
/Vol.III. No. 2, 1965, p. 39-47/

The skeleton of the article: the language as the theme of linguistics; the problem of vernacular linguistics, the problem of the foreign language, the problem of the second foreign language. The generative grammar is not the model of the "speaker"; it is the model of both the "speaker" and the "listener". What does the "problem of foreign language" consist of?; the question of "intermediaries"; the question of grammar-building; the relation between the first and second foreign languages. Question: what results of linguistics can be used in the teaching of foreign languages? Answer: directly very little, indirectly a lot.

IVÁN FÓNAGY: RESEARCH OF INTONATION AND LANGUAGE TEACHING
/Vol.III. No. 3, 1965, p. 18-24/

First the author deals with the rapid development of the means of phonetics, then he stresses the great importance of intonation in language teaching. He shows through results and examples how the achievements of intonation research can be used in language teaching.

GYÖRGY SZÉPE: SOME NEW LINGUISTIC NOTES ABOUT FOREIGN LANGUAGE TEACHING
/Vol.III. No. 3, 1965, p. 130-135/

In language teaching all chapters of linguistics can be applied, but the order of chapters must be changed ~~changed~~ from this point of view. One must dispel the delustion that the dealing with a language is the monopoly of the linguists. Question: which foreign languages are to be taught in Hungary? - The question of being bilingual. Question: who will become a linguist? The question of guidance of foreign language is also raised.

Mrs. LÁSZLÓ: MONO- AND MULTILINGUALISM
/Vol. III, No.3, 1965, p. 141-149/

The author writes about the problem of mono- and multilingualism on the basis of U.Weinreich's works and on that of the experiments of Osgood and Lambert.

JÓZSEF HEGEDÜS: APPLIED LINGUISTICS AND LANGUAGE TEACHING
/Vol.V. No. 1, 1967, p. 32-47/

Starting-point: linguistics are always present in language teaching, but linguistics are not identical with the language we teach. Problems of linguistics applied to language teaching: 1/ the structural identity of sentences does not mean the sameness of sentences; 2/ sentences can be reduced to basic types; 3/ sentences can be tranformed; 4/ potential differences may be hidden in the same structure. Then the author studies the following questions of principle in the English language:

differences and sameness; the types of differences; culture and society in language teaching; theories and methods in language teaching and proficiency in English.

ENDRE FÜLEI-SZÁNTÓ: PHONETICS AND PHONOLOGY
/Vol.V, No. 1, 1967, p. 48-68/

The author gives a brief outline of the origin of phonology, its division and deals in detail with phonological opposition and different correlations. He also shows the part phonetics and phonology play in English language teaching.

FERENC NAGY: IC ANALYSIS LANGUAGE TEACHING TRANSLATIONS
/Vol. V, No. 1, 1967, p. 150-154/

The author considers it important to follow the technique of IC analysis with the syntactic analysis of sentences and after the analysis of some concrete sentences draws several conclusions useful for language teaching and translation.

JÓZSEF HEGEDÜS: AUTOMATION IN THE THEORY OF LANGUAGE TEACHING
/Vol.VI, No. 1-2, 1968, p. 16-22/

The author surveys the degrees of linguistic on the basis of the newest development of linguistics. He says that language learning is not an intellectual process, but the development of a special system of habits. From the point of view of automation only speech can be taken into account. During automation speech is used in three forms: basic structures, basic word-stock and general situations.

GYULA FERENCZY: ABOUT TWO TYPES OF CONTRASTIVE GRAMMARS
/Vol.VI, No. 1-2, 1968, p. 65-79/

On the basis of English and Russian language materials the article says that grammer should be used again, but this grammar can be only contrastive grammar. Then the author treats of the contrasts between the source language and the target language, and the principle of opposition within the target language; he concentrates in the field of the Russian language where the methods of contrast and opposition can be used.

GYÖRGY SZÉPE - ÉVA SZŐLLŐSY: PROBLEM OF APPLIED LINGUISTICS
/Vol.VII, No. 1-2, 1969, p. 157-159/

The study defines applied linguistics and outlines their contents and division.

FERENC KIEFER: FILLMORE'S CASE-GRAMMAR
/Vol.VIII, No. 1-2, 1970,p. 85-95/

The author writes about the items in which Fillmore criticizes Chomsky. He shows Fillmore's own method and the categories applied in it. The question of debate between Chomsky and Fillmore is the problem of surface structure and deep structure.

JÓZSEF HEGEDÜS: MOTHER TONGUE - FOREIGN LANGUAGE
/Vol. VIII, No. 1-2, 1970, p. 96-106/

The article deals with the different types of Hungarian language tests to be used in foreign language teaching. These are: tests to be indentified and tests of semantic interpretation. Several examples are given. Through some tests the scope of vocabulary can be stated. His important conclusion is that foreign language tests can be drawn up by contrastive analysis.

LANGUAGE TEACHING AND PSYCHOLOGY

BÉLA RADNAI: SOME PSYCHOLOGICAL QUESTIONS OF TEACHING ADULTS
/No. 3-4, 1963, p. 102-112/

The author grades the forms of teaching: teaching children and adults. Further questions: transfer, intelligent learning, and co-existence.

BÉLA JAUSZ: PSYCHOLOGICAL AND PEDAGOGICAL BASES OF LANGUAGE TEACHING
/Vol. III, No. 2, 1965, p. 55-60/

The author shows the psychological and psychological ways of learning. Then he point out the differences between childhood and adulthood, raises the question of how to excite interest and underlines the importance of ideological education. Pedagogical views are as follows: penetration into the ideas of the people concerned, direct contact with the native people, getting acquainted with the literature and culture of the people concerned. Finally he analyses the role and significance of the teacher.

JÁNOS JUHÁSZ: IDEAS OF CONTACTS BETWEEN LANGUAGE TEACHING AND PSYCHOLOGY
/Vol.III, No. 2, 1965, p. 61-66/

Basic principle: methodology needs two kinds of science: linguistics and psychology. The author speaks of the psychological term of "language learning", because in his opinion it is the question of the psychology of learning and not of teaching. Then he gives a detailed analysis, of the various types of learners, readers and text-books, automation and in the end he says that little is known of the psychological processes of language learning.

SÁNDOR ERDÓSI: PSYCHOPEDAGOGICAL METHODS - THE EXPERIMENT
/Vol.IV, No. 1-2, 1966, p. 248-255/

The article outlines three psychological methods: observation, experiment and tests.

BÉLA BÜKY: SOME PSYCHOLOGICAL ASPECTS OF LEARNING
/Vol.VI, No. 1-2, 1968, p. 61-64/

The author says that in language teaching there is an important motivation: to give the learner exercises that might mean some conflict to him. He also speaks of the effect of reward according to the difficulty of the material to be learned. First the learner should be taught to understand the spoken language and then to speak the foreign language.

LANGUAGE TEACHING AND THEORY OF INFORMATION

ENDRE SZÁNTÓ-FÜLEI: EXPERIMENTS TO ELUCIDATE THE SCIENTIFIC BACKGROUND OF LANGUAGE TEACHING
/No. 3-4, 1963, p. 57-75/

The author outlines in his article the model of the theory of information in language teaching. /SOURCE = language; CODING = elaboration of the language for teaching purposes; CHANNEL = teaching; DECODING = understanding and habit; KNOWLEDGE/. The article gives a detailed analysis of these steps.

SÁNDOR ERDŐSI: AN ATTEMPT IN INFORMATIONAL THEORETICAL ANALYSIS OF THE SKILLS
/Vol.IV, No. 1-2, 1966, p. 177-194/

The motto of the article is a quotation of GALPERIN /1959/: "Language is partly the reflection of reality, and partly an interior activity. As an activity it takes place between the material and internal activities". Then the author studies the language as an activity. After the detailed analysis of skills he analyses the various forms of learning, and the possibilities of surveying the exterior and interior information. Then he speaks of the factors promoting this survey.

COMPUTER TRANSLATION

GYÖRGY HELL: COMPUTER TRANSLATION AND CYBERNETICS, COMPUTER ANALYSIS OF TEXTS
/No. 1-2, 1963, p. 80-89/

Computer translation is justified: professional literature all over the world is growing at a greater rate /6-7%/ than world population. /1,7%/. The most important phases of the development of computer translation: 1948 /RICHENS/, 1949 /WEAVER/, 1950 /REIFLER, BOOTH/, 1953 /SOVIET UNION/, 1954-55 /UNIVERSITY GEORGETOWN/. The article outlines the basic questions of computer translation through Russian-Hungarian examples.

MATHEMATICAL LINGUISTICS

FERENC KIEFER: SOME QUESTIONS OF MATHEMATICAL LINGUISTICS
/Vol. III, No. 1, 1965, p. 8-13/

Some important theses: mathematical linguistics is firstly linguistics and secondly mathematics; the essence of mathematical linguistics is the survey of similarity between the linguistic and mathematical structures and not the direct application of mathematical methods. Models are graded from linguistic point of view, e.g. models of phonology, sentence structures, that is analytical models, synthetic models, etc. The characteristics of models: today not only the grammar but also semantics are important fields of mathematical linguistics; most of the models apply both the inductive and deductive methods.

S.JÁNOS PETŐFI: SAUMJÁN'S APPLICATIVE GENERATIVE MODEL
/Vol.III, No.1, 1965, p. 14-17/

The author does not speak of the model but of relations connected with language teaching and with the S-O grammar system.

LÁSZLÓ KALMÁR: THE RESULTS OF MATHEMATICAL LINGUISTICS IN LANGUAGE TEACHING
/Vol.V, No. 1, 1967, p. 25-30/

Contacts between mathematical linguistics and language teaching are as follow: language is a structural system, synchronic structural studies in language teaching, definitions, consciousness, computer translation, computer documentation, elaboration of the exact notions of semantics, segmentation of the written language and the study of the spoken language with mathematical methods.

FERENC KIEFER: RELATIONS BETWEEN MATHEMATICAL LINGUISTICS AND LANGUAGE TEACHING
/Vol. V, No.1, 1967, p. 30-31/

The fields of mathematical linguistics: algebraic linguistics, statistical linguistics and mathematical linguistics /computer tranlation/.

THEROY OF TEACHING MATERIAL - MODERN LANGUAGE-BOOKS

ARTUR SZENTGYÖRGYVÁRI: OUR LANGUAGE-BOOKS FOR ADULT LEARNERS
/No.3-4, 1963, p. 16-42/

The article deals with modern language books; the conclusion drawn from the use of our language books: how to modernize them. Suggestions: there is a great need for a university centre, international cooperation /UNESCO/.

ENDRE FÜLEI_SZÁNTÓ: SYSTEM OF ALGORHYTHMIC EXERCISES IN LANGUAGE TEACHING
/Vol.III, No. 1, 1965, p. 45-51/

The author points out that the system of algorhythmic exercises consists of two elements: a series of situations; successive grammar operations connected with certain situations. In addition to the duality of S_O system, the author outlines the duality of the situation_ algorhythms. The grammar algorithm contains four steps: 1/ personal; 2/ temporal_model; 3/ extensions; 4/ connections. All these are demonstrated on German examples.

JENŐ KRAMMER: MODERN LANGUAGE TEACHING AND THE GOOD LANGUAGE BOOKS
/Vol.III, No.2, 1965, p. 16_26/

The author indicates the three fields of up_to_date requirements: 1/ differentiated social demand; 2/ scientific proofs; 3/ possibilities provided by the new technical achievements. The criteria of a good language book: methodical order, requirements of complex language training, acoustics, possibilities of automation.

ARTUR SZENTGYÖRGYVÁRI: EXPERIENCES IN USE OF LANGUAGE BOOKS IN TEACHING ADULTS
/Vol.III, No.2, 1965, p. 27_33/

Three questions are discussed in detail: reliance on the mother tongue, succession and the problems of the language minima. The author deals with the question of gradual programming in some language books.

ENDRE FÜLEI_SZÁNTÓ: PROGRAMMING OF FOREIGN LANGUAGE TEACHING MATERIAL
/Vol.III, No.2, 1965, p. 48_53/

The article deals with the models in foreign language teaching material. It describes the S_O practical grammar, which has different steps: the separation of elementary sentences and operation with them /emphasis, question, negation, command, extension, shortening and transformation/. In practice S_O system has the following advantages: the syllabus can be planned in a more exact way, teaching time can be shortened and automation can be more intensive.

ZOLTÁN PAULINYI: SOME WORDS ON THE TWO PROBLEMS OF WRITING LANGUAGE BOOKS FOR SCHOOLS
/Vol.III, No.3, 1965, p.136_140/

The two problems are: the psychological side of language learning and the types of elementary sentences in the foreign language. The author outlines his viewpoint concerning the two questions.

MRS. EVA STEPHANIDES: ABOUT UNILINGUAL LANGUAGE-BOOKS
/Vol.IV, No.1-2, 1966, p. 168-171/

Anunilingual language-book can best ensure the intensity of the language lesson. Its advantages: the learner deals only with the foreign language, unwanted translation is eliminated, dialogues arouse sudden reaction, and patterns are used for drills.

GYÖRGY HELL: DEMANDS FOR LANGUAGES TEXT-BOOKS OF THE TECHNICAL INTELLIGENTSIA
/Vol.V, No.1, 1967, p. 93-96/

Requirements for text-books promoting the understanding of professional literature: 1/ results of research concerning the formal side of the language should be made use of; 2/ texts providing situations; 3/ models in the text-books /not only sentence models/; 4/ harmony between the vocabulary and the struture programme; 5/ requirements of gradualness should correspond with the objectivity of the language.

ENDRE FÜLEI-SZÁNTÓ: ASPECTS OF REPETITION IN THE PLANNING OF TEACHING MATERIAL
/Vol.VI, No. 1-2, 1968, p. 23-38/

The study includes three phases: 1/ the psychology of repetition; 2/ repetition in the teaching material; 3/ the units of the teaching material. At the end of the article the author gives a definition of the practice-focussed language material.

MRS ANIKÓ TÁLASI: AUTOMATION AND SITUATION EXERCISES IN THE REFORMED TEXT-BOOKS FOR SECONDARY SCHOOLS
/Vol.VI, No.1-2, 1968, p. 39-44/

The author draws the idea of situation and automatics exercises from the two aspects /"parole" and "langue"/ of the language. The situation exercises are of synthetic character, and the learners are of the same line during the routine procedure. Both are necessary, and they mutually complete each other. Then the author examines these two aspects in secondary shool text-books.

JÓZSEF MIHÁLYI: THE EXPERIENCES OF WRITING A TEXT-BOOK
/Vol.VI. No. 1-2, 1968. p. 123-129/

A Hungarian text-book is commented here, that was written by Endre Fülei-Szántó and the present author for foreigners. Some of the constructing principles are the following: dinamic situations, dialogues and monologues: motivated conversations, discussions, reports on experiences - are the forms of communication. Finally the difficulties of the Hungarian spelling and pronunciation are discussed.

ENDRE FÜLEI-SZÁNTÓ: INCREASING INTENSITY AND THE SYLLABUS
/Vol.VII. No. 1-2, p. 27-42/

The following questions are attempted to be answered: which are the most important parts of the syllabus?; what kind of relation is between grammar and the texts?; what is the role of phonetics in a concentrated teaching material?; and finally what are the most important problems of vocabulary in the teaching material.

LÁSZLÓ HOFMANN: METHODOLOGICAL REMARKS ON INTENSIVE LANGUAGE TEACHING
/Vol.VII, No.1-2, 1969, p. 54-64/

The following issue is raised: Has intensive teaching managed to reduce the time of learning? In the author's opinion it has, and this is proved by examples of German courses and his analysis of the lessons, exercising types, student types and the teacher's work.

AUDIO-VISUAL LANGUAGE TEACHING

ANDOR SERÉNY: CONCLUSIONS OF THE ANTWERP AUDIO-VISUAL CONFERENCE
/Vol.I. No.3-4, 1963, p. 154-161/

The author reviews the principles and means of audio-visual language teaching, then raises its current questions: the effeciency of using pictures and imitation, the factor of exhaustion and the means of demonstration.

Mrs. ANIKÓ TÁLASI: THE HISTORY OF AUDIO-VISUAL DEMONSTRATION AND THE UP-TO-DATE TECHNICAL MEANS
/Vol.III, No.2, 1965, p. 80-98/

The author reviews the history of demonstration in teaching, then changes to a thorough analysis of the auditive, visual and audio-visual means of demonstration. Her final conclusion is: the up-to-date language teaching programs have to be constructed in the threefold unity of the text-book, tape and film.

ROBERT SUARA: ON LANGUAGE LABORATORY DRILLS
/Vol.III, No.3, 1965, p. 102-113/

Language laboratory is to develop three main skills: 1/ sural comprehension, 2/ mechanisation of using patterns, 3/ the skill of correct pronunciation. The article presents several types of exercises illustrated in Russian language teaching material, then discusses in detail some phonetic and intonation drills aimed at developing the auditive and correct pronunciation.

ANDOR SERÉNY: EXPERIMENTAL COURSE WITH THE "VOIX ET IMAGES DE FRANCE" METHOD
/Vol. III, No.3, 1965, p. 115-123/

The author draws attention to the essential characteristics of the course, then discusses the changes that were needed in the adaptation in Hungary. In connection with this he raises the following questions: common mother tongue, the function of explanations, reading and writing, the independent work of the students, measured results.

Mrs.JUDIT TIBOR: AUDIO-VISUAL EXPERIENCES AND POSSIBILITIES IN THE LANGUAGE LABORATORY
/Vol.III, No.3, 1965, p. 124-129/

First the author points out the advantages of teaching languages in the laboratory, then suggests the possibility of combining it with teaching in class-rooms. Finally she sums up her own experiences in using this method.

ISTVÁN KÓBOR: LANGUAGE TEACHING BECOMING UP-TO-DATE?
/ATTEMPTS TO POPULARISE THE AUDIO-VISUAL METHOD IN THE COUNTY OF FEJÉR/
/Vol.VI.No. 1-2, 1968, p. 114-122/

The article is centered upon the experiences acquired in using the Jugoton method and gives an account of the results of aufio-visual teaching in the county of Fejér.

JÁNOS BANCZEROWSKY: SOME THEORETICAL ISSUES OF AUDIO-VISUAL LANGUAGE TEACHING
/Vol.VIII, No.1-2, 1970,p.129-146/

The author examines the audio-visuel mathod from the point of view of information received and rendered; and programmed teaching. He deals in more detail with the various layers of storing information and the different storing methods of central and complementary information. Further details discussed are: the essence of recognising pictures, the model of communication and teaching processes, the working of neurocybernetic model in the mother tongue and last but not least the application of audio-visuel means in foreign language teaching.

ERNŐ SIPTÁR: EXPERIENCES IN USING THE AUDIO-VISUAL METHOD
/Vol.VIII, No.1-2, 1970, p. 174-181/

The author reports on the experiences in teaching with the Jugoton audio-visual method in the county of Baranya. Presenting the German teaching materials he touches upon the following issues: the analysis of the material, the summary of the experiences obtained, the way and essence of the additions introduced to cope up with the local demands.

METHODOLOGY - PROGRAMMING - INTENSITY

ARTUR SZENTGYÖRGYVÁRI: MAXIMUM AND MINIMUM IN ADULT EDUCATION
/No.1-2, 1963,p. 60-66/

The author examines the problem of a minimum language and the maximum efficiency of language teaching. He sets up the following requirement for the teacher: whether the book is closed or open the teacher is expected to teach well.

JÁNOS JUHÁSZ: GOUIN-SERIES
/No. 5-6. 1964, p. 78-84/

The author draws up the essence of the Gouin-system, then describes an experiment with it /conducted at "Marx Károly" University of Economics and "Eötvös Lóránd" University/. Finally he enumerates the results achieved by applying Gouin-series.

Mrs. MARGIT SIMON: EPIC SERIES AND FRAME-EXERCISES FOR THE DEVELOPMENT OF SPEECH SKILL
/Vol.II. No.5-6, 1964, p. 90-100/

The article selects one of the many forms of situational teaching. The above mentioned exercises are built up according to the following steps:
series of operations with a constituent, changing kernel-story frame-exercises with the whole epic structure.
the possibilities for fluent conversations.

ENDRE FÜLEI-SZÁNTÓ: THE THREE PHASES OF PROGRAMMING A FOREIGN LANGUAGE
/Vol.III. No.3, 1965, p. 7-17/

The author asserts that apart from linguistics and methodology the theory of teaching material plays also an important role in foreign language teaching. The programming consists of three phases: a logical, a didactic and a methodological one. Besides these there are psychological factors from the field of general, experimental, developmental and educational psychology and of the theory of learning. These latter are called applied psycho-linguistics by the author. Further on he offers some ways of modelling the process of language teaching and learning and presents the phases of the construction of teaching materials, and finally he draws attention to the importance of an effecient model.

ENDRE FÜLEI-SZÁNTÓ: THE INTENSITY OF LANGUAGE TEACHING
/Vol.IV, NO.1-2, 1966.p, 49-61/

The three forms of intensity are: temporal or external, constructional or internal, methodological or pedagogic. The article deals with all the three of them in detail illustrating them with German examples.

ZOLTÁN ÉDER: AUDITIVE PREPARATION IN LANGUAGE TEACHING - A METHOD ESTABLISHING THE PUPILS' ACTIVITY
/Vol.IV, No.1-2, 1966, p. 62-79/

The article is built up as follows: 1/ the general linguistic principles of modern language teaching and the auditive preparation; 2/ the construction of the initial period; 3/ the structure of the lessons, the methods of demonstration and some types of exercises. Conclusion: this aural preparation ensures the domination of the foreign language and at the same time increases the students' activity to the maximum.

Mrs. ERZSÉBET G.ÖRDÖGH: ON EXPERIMENTS IN HYPNOPEDICS
/Vol.V, No. 1, 1967, p.69-74/

The author gives a concise survey of the history of hypnopedics and all the relevant issues current in its up-to-date international literature.

LÁSZLÓ HOFMANN: SOME EXPERIENCES OF COURSES PREPARING FOR STATE EXAMINATIONS
/Vol.V, No.1, 1967, p. 80-87/

The article treats the following questions: students and groups; the teacher's role in preparing for state exams; the structure of the material taught; the construction of the teaching material; degrees of mastering a language; the mechanisation of the most frequent patterns; establishing the habit of using a dictionary correctly. Finally the author gives an account of his own work in this field.

Mrs. MÁRTA OFNER: THE ROLE OF TRANSLATION THEORY IN LANGUAGE TEACHING
/Vol.V, No. 1, 1967,p. 88-92/

On the basis of her translators' courses organised by TIT the author summarises the demans set up for cabin-translators as follows: 1/ the translator must not translate word by word; 2/ the translator must be prepared in the given subject; 3/ the most important qualities of a good translator are: quick reaction, power of concentration, inventiveness, reproduction of emotional effects.

ISTVÁN BANÓ: THE LIMITS OF MECHANISATION
/Vol.VI, No. 1-2, 1968, p. 58-60/

He calls attention to the following two extremes: 1/ phenomena which cannot be mechanised yet; 2/ and which cannot already be mechanised. The first extreme is illustrated with a Russian example taken from an elementary school-textbook. For the second one the case is mentioned when many mechanised abilities enable the student to speak, to read, to translate, to write compositions in the foreign language, although these cannot be mechanised.

LÁSZLÓ HOFMANN: THE PROBLEMS OF MECHANISATION IN LANGUAGE TEACHING
/Vol.VI, No.1-2. 1968, p. 86-90/

Drawing upon his language teaching exceriences /German/ the author sets up some basic principles which refer manily to texts containing some sort of difficulty.

TAMÁS RADVÁNYI: THE PLACE OF TRANSLATION IN LANGUAGE TEACHING
/Vol.VI, No. 1-2, 1968, p. 137-142/

The author starts with answering the theoretical question: "What do we mean by translation?" Unfolding the question he throws light upon some of the practical and theoretical problems of the word by word, grammatical and first-class translations.

JÓZSEF HEGEDÜS: INTENSITY IN LANGUAGE TEACHING
/Vol.VII, No.1, 1969, p. 7-26/

The most important principles of the subject are treated on the basis of the following train of thoughts: external and internal intensity; The variety, the interrelation of the different lessonforms clearly distinguished from one another; the leading role of rammar; questions of programming crush courses; feed back; basic situational elements of speech; psychological aspects. Prospects for the future.

JENŐ TARJÁN: POSSIBILITIES OF USING LANGUAGE TESTS TO MEASURE THE EFFICIENCY OF LANGUAGE TEACHING
/Vol.VII, No.1-2. 1969, p. 131-145/

The following theoretical details are discussed relying on English material: criteria determining the value of tests; the survey of some American tests; their classification. Further on he presents examples from the following types of tests: grammatical, lexical tests, tests checking the comprehension of texts read and heard. Finally he treats the tests serving to measure speech ability.

ISTVÁN BAKONYI: SITUATIONAL APPLICATION OF THE STEPS OF THE AUDIO-VISUAL METHOD
/BASED ON THE EXPERIENCES OF ADULT LANGUAGE COURSES IN RUSSIAN/
/Vol.VII, No. 1-2, 1969, p. 160-170/

The structure of the article is as follows: situations produced by tape and pictures, on the various levels of conversation /demonstration, explanation, imitation, inculcation, adaptation/; selection of rammatical units according to importance and hardness; problems of adaptation; the teaching of spelling in an audio-visual lesson.

GYULA ERDEI: THE PLACE AND ROLE OF TRANSLATION IN MODERN LANGUAGE TEACHING
/Vol.VIII, No.1-2, 1970, p. 150-164/

The author analyses the current debate on translation, he enumerates its negative aspects when used in teaching, then recommends a contrastive translation method covering all the levels of the language instead of the traditional translation-practice. Then he presents some translation exercises of his own-made for a German course - which contribute to the aquisition of the foreign language in the field of inculcation.

ENGLISH LANGUAGE TEACHING

JENŐ DÉVAI: THE USE OF TENSES IN ENGLISH
/Vol.III, No. 1, 1965,p. 77-87/

The practising algorhythm of the English tenses is constructed on the basis of the kernel-frame "I /to write/ my homework". Syntactic principles are also built in the system because verbs are preceded and followed by various elements, eg. adverbs.

Mrs. KATALIN PŐSZE: SUMMER COURSE AT LONDON UNIVERSITY
/Vol.III.No.1, 1965, p. 166-170/

A detailed account is given on some of the most interesting lectures of the course. Professor Randolph Quirk pointed out four factors as chief difficulties in the teaching of English: 1/ members of a group often haven't got the same mother tongue; 2/ the different varieties of Standard English; 3/ registers in English; 4/ English, living and constantly changing. Finally J.D.O'Connor's series of lectures on English pronunciation is dealt with.

JENŐ HORVÁTH: FREQUENCY TESTS OF ENGLISH SENTENCE PATTERNS
/Vol.IV. No. 1-2, 1966, p. 172-176/

The starting point is: patterns are axpected to cover all sentences. The author has made an analysis of all the sentences in Bates's "The Frontier" and drawn up a frequency list. Conclusion: the most frequent pattern is: main clause - subordinate clause; within this the structures with the conjunction "that" make up almost half of the group. The average recurrence of the various patterns is 5.

JENŐ TARJÁN: EXPERIMENTAL METHOD OF TEACHING ADVANCED LEARNERS IN LANGUAGE LABORATORY
/Vol.V. No. 1, 1967, p. 156-166/

The author first surveys the international /USA, England/ literature of the theoretical question of teaching advenced learners in language laboratories, then he analyses his own experiments conducted with third year students of diplomacy at "Marx Károly" University of Economics. These included phonetic, grammatical, translation and reproduction tests. Conclusions: new ways of teaching in a laboratory on intermediate an advanced stage have to be explored; in the lower grades phonetics and structures should be taught much more intensively; translation into the mother tongue should come in the higher grades.

Mrs. JUDIT TIBOR: AN AUDIO-LINGUAL EXPERIMENT IN THE LANGUAGE LABORATORY
/Vol.VI. No. 1-2, 1968, p. 165-175/

The author outlines her experiment conducted at "Marx Károly" University of Economics in both terms in 1966/67. The experiment is described on the basis of the following criteria: 1/ teaching material; 2/ starting level; 3/ measurement and achievements. She measured the results in an experimental and a control group. At the end of the article the author tells the students' opinions about the experiment together with her suggestions.

Miss GIZELLA POLGÁR: INTENSIVE ENGLISH LANGUAGE PRACTICE
/Vol.VII. No.1-2, 1969, p. 69-77/

The author demonstrates the consequent steps in teaching the Gerund. Her set of exercises cover the structural variants of the different -ing-structures and contain some habit-forming ones, too. The latter ones are drilled by operational structures /substitutional, and transformational/. Finally the author comes down to the difference in the use of Gerund and Infinitive. The whole article is based on the English-Hungarian conteastive aspect.

GERMAN LANGUAGE TEACHING

LÁSZLÓ HOFMANN: TEACHING PREPOSITIONS IN GERMAN
/Vol.I. No.3-4, 1963, p. 130-135/

The author draws upon his eyperiences in teaching adults, and states that the grammatical explanations tending to give a total view are the most suitable for adults. The following steps are recommended in teaching prepositions: 1/ table on the blackboard with articles and prepositions governing Accusative and Dative, /in the middle there are prepositions in both cases/; 2/ substitution of the nouns with personal pronouns; 3/ question; 4/ answers with substitutions; 5/ introduction of verbs taking Accusative and Dative.

LÁSZLÓ KÁLMÁN: SOME FREQUENT STRUCTURES IN GERMAN MEDICAL TEXTS
/Vol.I. No. 3-4, 1963, p. 136-139/

The structures are the following in frequency: 1/ passive constructions; 2/ the attributive use of prepositional phrases; 3/ Zustandsform; 4/ Participium imperfectum activi; 5/ contruction of conditional clauses; 6/ goverments of verbs differing from Hungarian.

ENDRE FÜLEI-SZÁNTÓ: THE STRUCTURE-OPERATION GRAMMAR
/Vol.II.No. 5-6, 1964, p. 13-20/

The author presents a model consisting of two elements: strutures and operations. The S-O Grammar is demonstrated on German material and is reduced to seven basic structures. Operations are devided into three groups /complete, partial and word-operations/. He points out that this grammatical model can be adapted to any language - as basic structures and operations can be drawn up in any language. The advantages of S-O Grammar can be seen in the programming of the teaching material and in the selection of methods.

ALBERT GERHAUSER: STRUCTURALISM AND GERMAN LANGUAGE TEACHING
/Vol.II. No.5-6, 1964, p. 43-59/

The author describes the experiments of a language teacher Tivadar Erdős which were conducted in the 1910-s to messure "the degrees of difficulty" of foreign languages. He speaks of "simultaneous changes" eg.changes in word order which are brought about by the metathesis of certain parts of speech. These simultaneous changes lead to very common mistakes in German. As Erdős was not familiar with the synchronic aspect -the author states- he could not have known that this not

only throws light upon the sources of error but offers simple and universal methods to elicite them, and this is the IC and transformational analyses. These methods facilitate the teacher to set up a minimum adaquate vocabulary meeting different demands and to work out the basic structures of the language, too.

ZOLTÁN PÉTERFIA: THE TEACHING OF THE INFLECTIONS OF GERMAN ATTRIBUTIVE ADJECTIVES
/Vol. III.No. 1, 1965, p. 101-104/

The traditional division of German inflections into three groups has its germ in the paradigmatic aspect of morphology. On the basis of his practice the author suggests a new aspect: the explanation of the functional roles of the adjectives. This implies the distinction functional /referring to a case/ and nonfunctional /not referring to a case/ inflections instead of the traditional strong and weak declensions. He appeals to the economy of language which excludes manyfold indications of a function within a structure. The phenomena - when adjectives occur after personal pronouns - are explained by the weakening of the structural function of the adjective.

Mrs. ANTONIA KOVACSICS: BUILGING-UP A MODEL EXERCISE SYSTEM
/Vol.III.No.1, 1965, p. 123-129/

The described exercise-system attempts to put the generative grammar into pedagogical practice. She centers the exercises around one sentence which is structure Nr.5. in SO grammar. The set of exercises has the following merits: 1/ increases the range of the usage of the vocabulary; 2/ ensures the continuity of the lessons; 3/ is adequate to explain the grammatical system of language; 4/ and to measure grammatical knowledge in an exact way; 5/ it can be applied in non-graded groups. The author demonstrates exery possible sentence-operation and the possible extensions of the segments. /cont./

Mrs. MAGDA TAKÁCS: HABIT-FORMING EXERCISES TO PRACTISE GERMAN NOUN DECLENSIONS ON THE BASIS OF SENTENCES CONTAINING "SINSEMANTICA"
/Vol.III.No. 3, 1965, p. 83-96/

The aim of the study is to demonstrate sets of practical exercises based on sentence-centered structures and "memorised grammar". The noun declension can be mechanised with the help of joint sentences taken from everyday-conversations. Memorising should not be confused with mechanising. It is the form-words, hearing little sense, the "sinsemantica" that ensure the semantic interdependence of sentence strings. These are first of all pronouns and articles. The author demonstrates four operative models adequate for beginners' courses to master the noun declensions. There are two basic principles in the composition of sentence-string exercises:

1/ the basic sentence model has to be clearly defined; 2/ the additional parts of the sentence string must be gradually introduced.

Mrs. ANTONIA KOVACSICS: BUILDING UP A MODEL EXERCISE SYSTEM
/Vol.III.No. 3, 1965, p. 150-157/

/Continuation/ In the second part of the study nine basic sentences are put into the center of practice and the same operations are conducted on each of them. The 42 exercises presented demonstrate 42 transformations of the basio sentences, and these serve as mechanisation exercises in the first semester.

BÉLA MAGOS: SPEECH SKILL AND SYLLABUS
/Vol.II, No.3, 1965,p. 177-183/

The author gives an account of his conversational courses. He analyses two subjects here: sport and aluminium. The sketches of both topics are on the blackboard. The linking point between them is their Hungarian aspect. The conversation is emotionally motivated. While the subject matter of the conversation is national, its linguistic expression is international to a certain extent. The author analyses the question of reduction from the point of view of the person doing it, ant the material reduced. He mentions the problem of forgetting and recalling, and that of the frequency of words.

Mrs. MAGDA TAKÁCS: ORAL DRILL IN TEACHING GERMAN ATTRIBUTIVE ARJECTIVES
/Vol.IV, No.1-2, 1966,p. 120-142/

The aim of these drills is to develop an adequate competence in writing and speaking. The drills consist of four parts; the didactic objective lays in the drill itself. The students can practise without a teacher either in booths or at home. The four structures of these exercises aim at four operations: imitation, short answer, question, the contras of affirmative and negative forms.

GYULA ERDEI: TEACHING THE VERB-SYSTEM IN GERMAN WITH SENTENCE PATTERNS
/Vol.IV. No.1-2, 1966, p. 143-150/

The author calls his system a "table of conjugations" which is complemented by verbal paradigms. In the analysed cases, these demonstrate the most frequent types of the Imperfekt. Besides, the table contains examples for the basic patterns especially for those differring from the source language. The students first repeat the same sentence in a given person in the affirmative, negative and interrogative, and only having done so they are allowed to go on to the second person. The above table meets also the needs of general revision and habit-formation. The conversations based on this table are called "grammatical structural exercises".

ALBERT GERHAUSER: ANALYSIS OF ERRORS; CONCLUSION
/Vol.IV, No. 1-2, 1966, p. 201-205/

According to the author's opinion to analyse en error is nothing else but to set oneself in the mind of the student. The most frequent mistakes occur when using conjugated verb-forms. 11 structures are drafted, explained and provided with rules. The starting point is the place of a conjugated verb-form in the sentence. Intonation is also included in the system. According to the author these eleven patterns make up the natural kernels of German.

Mrs. ANTONIA KOVACSICS: BUILDING UP A MODEL EXERCISE-SYSTEM
/Vol.V, No.1, 1967, p. 167-170/

/Continuation/ The operation demonstrated on a single pattern up to now extended to more complex structures such as, transformation into conditional structures.

Mrs. MAGDA TAKÁCS: THE GRADUAL INCREASE OF CONCENTRATION AND INTENSITY IN AVERAGE GERMAN LANGUAGE COURSES
/Vol. VI. No.1-2, 1968, p. 80-85/

Modern language teaching has to be started with the revision and adaptation of the teaching material. The author thinks to increase the efficiency of the courses by the following measures: 1/ external, formal adaptation; 2/ means to increase the internal intensity such as, checking tests, S-model, S-drill, O-model, O-drill, making use of illustrations and psychological factors.

GYULA ERDEI: THE INTENSITY OF GERMAN COURSES BASED ON SENTENCE PATTERNS
/Vol. VII. No. 1-2, 1969, p. 146-156/

At the courses mentioned in the title special attention is to be paid to the structural units smaller than the sentence and also to the complex sentence-strings. In German subordinate clauses are frequently used in the lower registers, too. Thus they have to be taught earlier and drilled by complex models including both the main and the subordinate clauses. In a textbook based on this principle there must be recurring exercises to practise how to transform the main clauses into dependent ones. Sentence models have two basic types: 1/ simple and 2/ complex models which demonstrate a complex sentence consisting of a principal and a subordinate clause.

Mrs. MAGDA TAKÁCS: THE PRINCIPLE AND APPLICATION OF "SINSEMANTIC" DRILLS IN PRAKTICAL LANGUAGE TEACHING
/Vol.VIII, No.1-2, 1970, p. 121-128/

The german teaching material of the TIT courses is centered upon the sentence. Considering that habit-formation is required not only in the case of simple sentences, but also in sentence strings which make up the speech process. Systematic drills have to be applied at the beginners', intermediste and advenced courses. The "sinsemantica" /relatively independent set of elements: articles, pronouns, adverbs/ ensure the link between the sentence-strings. Operations: subordination, extension, sontraction, transformation, emphasis, drills with "d" and "w" formulas, structures with "zu-Infinitive", indirect speech, the use of modal auxiliaries.

ERNŐ SIPTÁR: EXPERIENCES ON AUDIO-VISUAL LANGUAGE TEACHING
/Vol.VIII. No. 1-2, 1970, p. 174-181/

The author gives an account of his experiences by a concise analysis of Guberina's teaching material for German courses. In his opinion it is satisfactory 1/as to its build-up, but 2/ unproportioned in the distribution of the word-stock, and 3/ so are the parts of speech within the lesson. 4/ Some words do not figure in the first part, though the author would have expected, while in the second part there are words that were introduced later then usual. 5/ The idomatic structures of the material are highly appreciated, and 6/so is the grammar, which includes all necessary parts to give a practical knowledge. 7/ The principle of recurring material is to be admired - the suthor states.

RUSSIAN LANGUAGE TEACHING

GYULA FERENCZY: TODAY'S VIEW ON OSZKÁR ASBOTH'S GRAMMAR
/Vol. I.No. 1-2, 1963, p. 74-79/

A brief and concise review is given on "Short, Practical Russian Grammar" written in 1888 by the outstanding Hungarian slavist. The eork was published in Germany and Finland, too, and some of its conclusions are still considered valid in language-teaching practice.

GYULA FERENCZY: SENTENCE PATTERNS IN RUSSIAN LANGUAGE TEACHING
/Vol. I.No. 1-2, 1963, p. 43-56/

Some comments are made on the BAS-draft-programme, then it is compared to the author's own experiments in sentence patterns. He outlines the kernel structures which he himself huilt up /12 all together/. Further on additional operations are described which open up for the contraction and accumulation of many BAS models.

SÁNDOR KÓNYA: HUNGARIAN POSSESSIVE INFLECTIONS /-a, -e, -ja, -je/ AND THEIR RUSSIAN EQUIVALENTS
/Contribution to the Hungarian-Russian contrastive Grammar/
/Vol.I.No. 3-4, 1963, p. 113-129/

The source language is Hungarian. The above subject is discussed in the following order: 1/ -a, -e, -ja, -je as possessives and datives; 2/ when expressing that something belongs to somebody; 3/ when used for connections; The comparison of the possessive inflections with the Russian equivalents throws light upon very complex correlations, eg. the interrelation of Hungarian inflections and Russan cases, and prepositions.

GYULA FERENCZY: SENTENCE-PATTERN DRILLS WITH TAPERECORDER IN A RUSSIAN LESSON
/Vol.II.No. 5-6, 1964, p. 126-132/

The aim of the lesson is drawn up as follows: "starting from a given model and by way of operations get to a sentence string expressing only one situation, and then to the independent situational conversation. Further on the author attampts to elaborate a given lesson /Our library/ in one of the possible ways, using taperecorder.

GYULA FERENCZY: PLANNING CONTRASTIVE OPERATION-STRINGS IN RUSSIAN TEACHING MATERIAL
/Vol. III.No. 1, 1965, p. 52-60/

The author -who has been dealing with this subject for more than a decade now- builds up a manyfold contrastive description of the kinetic verbs by the following operations:

1/ introduction of the situation
2/ formal, contrastive definition
3/ contrastive grammatical operations
/kernel - extension - complex sentence - another situation for conversation/
4/ contrast of the opposed meanings, transformation.

Each operation is richly illustrated.

ISTVÁN PETE: DIFFERENCES BETWEEN SOME USES OF THE' LOVATIVUS' IN RUSSIAN ADVERBS OF PLACE AND THEIR HUNGARIAN EQUIVALENTS
/Vol.III. No.1, 1965, p. 61-76/

Having described and illustrated the above somplex problem, the wellknown linguist devidesthe mentioned cases into two groups according to the differences explored: whether they occur in the use of the cases or in the correspondence of the inflections and prepositions. Group No.1. contains examples when

1/ the Russian 'Locativus' is translated into Hungarian with inflections corresponding to the Russian Accusative
2/ the Russian Accusative with preposition is translated into Hungarian with inflections corresponding to Russian Locativus.

After giving some examples for group No. 2. a third group is outlined that covers the cases when there is no equivalent between the Russian and Hungarian structures.

Mrs. ILONA NAGY - RÓBERT SUARA: PROGRAMMING RUSSIAN MATERIAL FOR LANGUAGE LABORATORY WORK
/Vol.III.No.1, 1965, p. 109-122/

A gradually bulit up series of exercises is set up on the basis of the 17th Lesson of Suara's "Russian for advanced learners". The pupils get to master the grammar without any explanation, it is demonstrated however in sentence-frames and the whole material is elaborated by way of an audio-oral method.

KÁROLY FÜLÖP: AN ATTEMPT TO SET UP A MINIMUM ADEQUATE VOCABULARY FOR STUDENTS OF RUSSION
/Vol. III. No. 3, 1965, p. 63-74/

The constructing principles are:

1/ statistically based quantity /1100 words/
2/ relying on frequency dictionaries
3/ basic wordstock adequate for concentric extension.

GYULA FERENCZY: CONTEXT IN RUSSIAN KERNELS
/Vol.III. No. 3, 1965, p. 75-82/

The starting point is the up-to-date interpretation of the sentence-centered trend; special emphasis is put on the role of grammar: for it is to concentrate all the sentence-structures into a limited number of rules. Then the formal requisits of the sentence-frame are put forth; within this reference is made to the concept of context and to the context rules; and also to the importance of sentence-centered programming.

DÉNES VARGA: RUSSIAN NUT-SHELL GRAMMAR ON PHONEMATIC BASIS
/Vol.III.No.3, 1965, p. 97-101/

The textbook writers' and teachers' attention is drawn to the fact in a rather witty way that the appropiate grammatical items and rules have to be carefully selected and prominence is to be given only to those items worth learning and the items to be memorised must be reduced.

RÓBERT SUARA: ON LANGUAGE LABORATORY PRACTICE
/Vol. III.No. 3,p. 102-114/

As an introduction the author stresses that drills must develop the skill of oral comprehension, constructing sentences on the basis of grammatical models and of the correct expression. Then he discusses the habitforming exercises. The closing part outlines some auditive, structural drills, such as: transformation, extension, reduction etc., and some phonetic and intonation exercises.

GYULA FERENCZY: THE PLANNING OF CONTEXTS IN RUSSIAN FOR SIX STEPS
/Vol.III.No.3, 1965, p. 158-176/

On the basis of the Structural-Operational grammar, the whole system of Russian grammar is treated in in the frame of teaching units with special reference to Hungarian native speakers. The plan is based on 13 kernel sentences and as a completely sentence-centered method it differs form earlier Russian grammar syllabuses. The matery of the whole material ensures an intermediate competence -in the author's opinion.

ISTVÁN PETE: DIFFERENCES BETWEEN HUNGARIAN AND RUSSIAN COLLOCATIONS
/Vol.IV. No. 1-2, 1966, p. 32-48/

Antonymic, synonymic and metanymic collocations of the two languages are contrasted on the basis of abundant Russian material. In the case of antonymic collocations those of space are more important; those of time having the meaning "always" are less frequent. And so are the ones based on the contrast of objects and meanings, and those expressing qualities. Synonymic and metanymic collocations are essential but not very frequent.

ISTVÁN MALATINSZKY: THE INHIBITION OF THE MOTHER TONGUE IN LEARNING RUSSIAN
/Vol.IV. No. 12, 1966, p. 52-100/

The short account confronts the corresponding items of Hungarian and Russian, and throws light upon the differences in phonology and morhology.

RÓBERT SUARA: THE APPLICATION OF SENTENCE MODELS IN RUSSIAN LANGUAGE TEACHING
/Vol.IV.No. 1-2, 1966, p. 80-88/

The author states that foreign languages must be taught in communicative units, i.e. in sentence-frames or sentence models. After reviewing some Russian opinions on interpreting models, the author points out the advantages of teaching foreign languages with the help of pieces of conversation and models.

GYULA FERENCZY: THE GRAMMATICAL MODELLING OF A SENTENCE-CENTERED TEXTBOOK
/Vol.IV. No. 1-2, 1966, p. 101-119/

The BAS-textbook, published in 1965 is commented here in the following order: the question of basic elements, the structure of sentences, teaching patterns, the contractibility of several patterns, the segmentation of sentences, dependencies. Conclusion: the vocabulary of the textbook can be set as an example for us, but we do not agree with its concept of grammar.

Mrs. GIZELLA HORNY: MORPHOLOGICAL CHARACTERISTICS OF THE ADJECTIVES DERIVED FROM NAMES OF PEOPLES, COUNTRIES AND TOWNS AND THOSE OF PERSONAL NAMES IN RUSSIAN
/Vol.IV.No.1-2, 1966, p.156-167/
/Vol.V.No.1, 1967, p. 136-149/

In the first article the auther unfolds how to express in Russian that one belongs to some place /by circumscribing it, with substantivised adjectives and nouns/, then he analyses some general problems and the two main sources of

word-formation. Finally he describes the characteristics and the characteristics and the function of the words formed:
/twofold character in morhology
phonetic changes/.
There is a table of formants at the end of the article which is trested in the second article from other aspects:
1/ formants characteristic for the Russian speaking area
2/ formants characteristic for other areas.

GYULA FERENCZY: REMARKS ON THE ADAPTATION OF GUBERINA'S METHOD OF RUSSIAN LANGUAGE TEACHING IN HUNGARY

The advantages of the course are: 1/ Harmony of situations and structures; 2/ the main grammatical items of the Russian language are all included; 3/ it is apt to form all the four basic skills; 4/ it is basic audio-visual principle is: maximum picture, minimum text. Its adaptation in Hungary is analysed in the course of critisising the following details: the correlation of phonetics and grammar, contrastibility and complexity in Russian.

DÉNES VARGA: RUSSIAN NUT-SHELL GRAMMAR ON PHONETIC PRINCIPLES
/Vol.V.No. 1, 1967, p. 107-110/

/Continustion/ The views presented in a previous article /Vol.III.No.3./ are continued here on a concise Russian grammar. Here attention is called first of all to the differences in Hungarian and Russian phonology. /Many consonants, few vowels, problems in orthography./

RÓBERT SUARA: ON RUSSIAN INTONATION
/Vol.V.No.1, 1967, p. 111-122/

The teaching of intonation must gain its appropiate place in language teaching. The more it is so with Russian as here intonation causes serious difficulties for Hungarians. Further on the author presents the results of his intonation analysis, treats the function of intonation, its role in segmenting a sentence into sensegroups and also the means of segmentation /sentence stress, phrase stress, logical stress/. Finally the article discusses the intonation of questions.

ISTVÁN PETE: ON THE USE OF RUSSIAN PREPOSITIONS EXPRESSING INTERPOSITIONAL AND SUPERPOSITIONAL RELATIONS IN SPACE
/Vol.V. No.1, p. 123-135/

The role of Russian prepositions denoting inner and outer relations is very important especially if the correlation of the two languages /Russian and Hungarian/ is viewed. The following prepositional phrases are dealt with:

denoting place
denoting working place
denoting institutions
denoting geographical points.

The changes of inner and outer relations are also treated in detail, besides a great number of Russian-Hungarian examples are given.

RÓBERT SUARA: EXERCISE TYPES FOR MECHANIZATION IN IN RUSSIAN LANGUAGE TEACHING
/Vol.VI.No. 1-2, p. 45-47/

At the beginning the author lays stress on habit-forming exercises in the development of speech-skill, then he describes some of them. In the course of this he many times points out the importance of systematic habit-formation as opposed to mechanic drills. The most important types of exercises are:

1/ reproduction /simple, regressive, complementary/
2/ substitution
3/ transformation
4/ transpsition of some vocabulary items
5/ questions.

ISTVÁN PETE: THE USE OF DIFFERENT ASPECTS OF THE RUSSIAN VERB IN SECOND PERSON, IMPERATIVE
/Vol.VI.No.1-2, 1968, p. 91-99/

The author proves that the use of these aspects depends on the relation of the subject and object in the sentence. This relation could have three forms; according to these the article also deals with three groups of questions:

1/ the analysis of aspects in their relation to the agent
2/ in its relation to the object
3/ there is no relation between the subject and the object.

GYULA FERENCZY: INCREASING INTENSITY BY CONCENTRATING GRAMMAR
/Vol. VII.No.1-2, 1969, p. 43-53/

Characteristics of a concentrated grammar: completeness /limited/, grouping /totality/, contrastivity - creative exercises. The article discusses the four characteristics in detail relying on Russian material, then a plan is drawn for the grammar of a ten weeks' /daily 4-6 hours/ intensive course. Conclusion: the taxative grammar has to be changed for a kind of concentrated one.

GYULA FERENCZY: RAISING THE QUESTION OF A RUSSIAN-HUNGARIAN CONTRASTIVE CONTEXT-GRAMMAR
/Vol.VIII. No.1-2, 1970, p. 105-120/

The author coins the term of "Theory of linking" as one of the components of syntax. He throws light upon the concept of link and linking, relying on Russian material, then he deals with problems of symbols, types and description. He also draws up the main types of word- and sentence-linking in Russian, and analyses the similarities and differences in Hungarian-Russian and Russian-Hungarian relations. Finally a practical contrastive Russian-Hungarian context-grammar is drafted with minimum and maximum requirements.